# RELATED ISSUE 3

## Should internationalism be pursued?

**Key Issue**
**To what extent should we embrace nationalism?**

| Related Issue 1 | Related Issue 2 | Related Issue 3 | Related Issue 4 |
|---|---|---|---|
| Should nation be the foundation of identity? | Should nations pursue national interest? | Should internationalism be pursued? | Should individuals and groups in Canada embrace a national identity? |

| Chapter 9 | Chapter 10 | Chapter 11 | Chapter 12 |
|---|---|---|---|
| **Nations, Nation-States, and Internationalism** | **Foreign Policy and Internationalism** | **Internationalism and Nationalism** | **Internationalism and Global Issues** |
| Does involvement in international affairs benefit nations and states? | Should foreign policy promote internationalism? | Does promoting internationalism affect nationalism? | How effectively does internationalism address contemporary global issues? |

This chart shows how you will progress through this related issue. Within each chapter, inquiry questions will help guide your exploration of responses to the chapter issue, related issue, and key course issue.

## THE BIG PICTURE

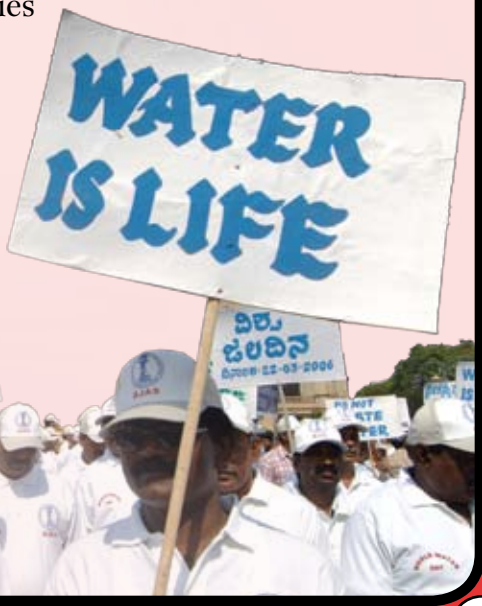
At one time or another, peoples began to view themselves as nations. By working together for the common good, people could benefit themselves — and their nation. They developed a national consciousness.

Over the past century or so, a new way of thinking collectively has emerged. Many people have begun to develop a global consciousness. This has happened because people around the world have become more and more connected. New communication and travel networks support these connections. So do expanded global trade and international organizations.

Many people's new global consciousness has inspired them to look beyond their national interest and ask important questions about the world. Can they be satisfied with prosperity for their own nation if people elsewhere are suffering? Can their own nation be peaceful and secure if other nations are at war? Can their belief in individual rights be secure if the rights of millions of world citizens are not respected?

As you progress through this related issue, you will explore answers to these questions and many others. As you do this, you will come to appreciate

- that opinions on internationalism may vary from person to person and from nation to nation over time
- that internationalism can be understood as a way of thinking like a global citizen
- that individuals, groups, and countries pursue internationalism in many ways and for a variety of reasons
- that pursuing internationalism can be viewed as a way of serving the national interest
- that involvement in international affairs can have both positive and negative effects on individual, collective, and national identities



# Your Challenge

Create a time capsule to be opened 100 years from now. The purpose of your time capsule is to explore and present an informed position on the question for this related issue:

**Should internationalism be pursued?**

## Your Time Capsule

At the turn of the millennium in 2000, many communities in Canada and around the world created time capsules to be opened in the future. Imagine that you have been asked to put together a time capsule that will be opened in 100 years.

Your time capsule will include items that explore aspects of internationalism today. The contents should reflect the time in which you live, as well as international issues that concern people. Your goal is to help the people of the future understand how pursuing internationalism affected global affairs today.

At the end of each chapter of this related issue, you will complete the skill builder shown on the chart on the facing page.

When you have finished all four skill builders, you will be ready to assemble your time capsule. Your time capsule will include artifacts, headlines, diary entries, and a letter. Together, these items will clearly show your informed opinion on whether internationalism should be pursued.

As you prepare the materials for this challenge, use "Checklist for Success" on this page to ensure that your time capsule includes everything necessary to be successful.

**✔ Checklist for Success**

My time capsule . . .

| | |
|---|---|
| **Knowledge and Understanding** | ☐ shows my understanding of internationalism<br>☐ examines how foreign policy can promote internationalism<br>☐ examines how pursuing internationalism affects global issues today<br>☐ includes valid evidence to support my position |
| **Selection, Analysis, and Evaluation of Information** | ☐ shows that I have used a variety of sources<br>☐ reflects diverse points of view and perspectives<br>☐ shows that I have identified cause-and-effect relationships<br>☐ shows the criteria I used to make my judgments |
| **Presentation** | ☐ presents a consistent message<br>☐ is suited to my purpose and audience<br>☐ is supported by graphics and uses technology appropriately<br>☐ shows careful selection of information<br>☐ uses appropriate spelling, grammar, and language |

## How to Complete Your Challenge

The items that you put together for each skill builder will become part of your time capsule. Completing the four activities will help you complete the challenge successfully.

As you complete each activity

- ask a classmate or your teacher for feedback
- on the basis of the feedback you receive, revise your work to make it more accurate, dynamic, and effective

At the end of Chapter 12, you will assemble your time capsule.

- Prepare a container (e.g., a small box, a large can) to use as a time capsule.
- In the container, include all the items you assembled.
- Complete your time capsule and present it to your classmates and teacher.

Your time capsule might look like this.

### Challenge Tip

Put yourself in the shoes of the people who will open your time capsule. What will catch their attention? How will you get across your message about the international issues that concern people today?

**Your Challenge Skill Builders**

| Focus of the Skill Builder | What You Will Do | When You Will Do It |
|---|---|---|
| **Using Seemingly Unrelated Ideas to Explain a Concept**<br>Critical and creative thinking | **Select artifacts**<br>Choose or create three artifacts to explain internationalism | End of Chapter 9<br>Nations, Nation-States, and Internationalism |
| **Identifying Cause-and-Effect Relationships**<br>Historical thinking | **Create newspaper headlines**<br>Write three headlines that show the extent to which Canadian foreign policy promotes internationalism | End of Chapter 10<br>Foreign Policy and Internationalism |
| **Analyzing Current Affairs from a Variety of Perspectives**<br>Critical and creative thinking | **Write diary entries**<br>Write two diary entries that show different points of view or perspectives on a contemporary issue | End of Chapter 11<br>Internationalism and Nationalism |
| **Suggesting Likely Outcomes Based on Factual Information**<br>Oral, written, visual, and media literacy | **Write a letter and put it all together**<br>Write a letter predicting whether an international approach will have resolved a global issue. Assemble your time capsule. | End of Chapter 12<br>Internationalism and Global Issues |

TO WHAT EXTENT SHOULD WE EMBRACE NATIONALISM?

CHAPTER 9

# Nations, Nation States, and Internationalism

Figure 9-1 This 1968 photograph is famous. The crew of *Apollo 8* had just flown around the far side of the moon, where they could not see Earth. When this picture was taken, the spacecraft had just emerged from behind the moon. Astronaut William Anders took the picture — the first image of Earth taken from deep space.

CHAPTER ISSUE

## Does involvement in international affairs benefit nations and nation-states?

**KEY TERMS**

needs
wants
isolationism
unilateralism
bilateralism
multilateralism
supranationalism

WHEN THE PICTURE ON THE PREVIOUS PAGE was published, it created a sensation. To many, Earth appeared as a glowing jewel. Others saw a vulnerable world. People looked at Earth in a whole new way.

Pulitzer Prize–winning American poet Archibald MacLeish wrote about the photograph: "To see the earth as it truly is, small and blue and beautiful in that eternal silence where it floats, is to see ourselves as riders on the earth together, brothers on that bright loveliness in the eternal cold — brothers who now know they are truly brothers."

Look at the photograph carefully. Then respond to the following questions:

- In this view of Earth, do you see signs of human habitation? Do you see borders, fences, or "No trespassing" signs?
- When Earth is threatened — by nuclear war or global climate change, for example — does the solution lie with individuals, nations, nation-states, or the global community?
- What does this photograph say about the earth as a global community?
- Why do you suppose nature photographer Galen Rowell called this picture "the most influential environmental photograph ever taken"?

### LOOKING AHEAD

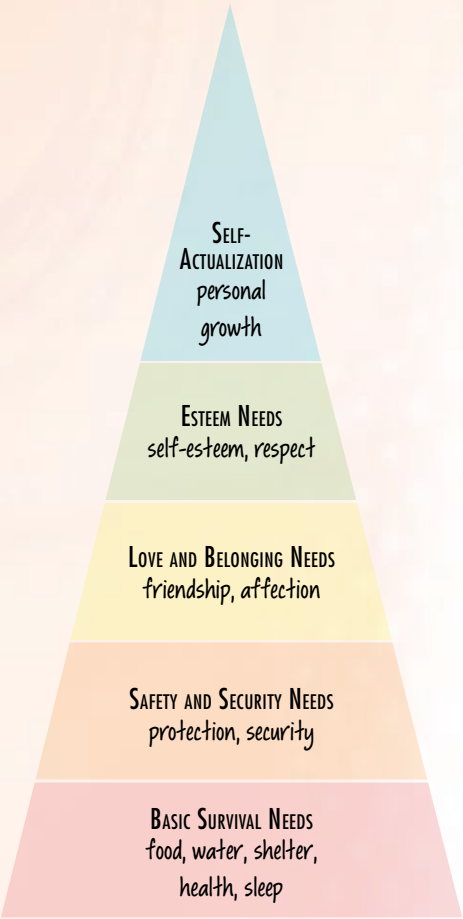
In this chapter, you will explore the extent to which international involvement benefits nations and states. You will do this by developing responses to the following questions:

- What motivates nations and nation-states to become involved in international affairs?
- How do the motives of nations and nation-states shape their responses to the rest of the world?
- What are some understandings of internationalism?
- How does internationalism benefit nations and nation-states?

### My Journal on Nationalism

Think about how looking at something from a different point of view can change the way people think. If you wanted to show a different view of nationalism and the international community, what would you photograph? Date your ideas and keep them in your journal, notebook, learning log, portfolio, or computer file so that you can return to them as you progress through this course.

Figure 9-2 Abraham Maslow's Hierarchy of Human Needs




## What motivates nations and nation-states to become involved in international affairs?

Think about the range of human activity on this planet — and what motivates people to behave in certain ways. Psychologists believe that people's behaviour is motivated by both **needs** and **wants**.

- Needs — things that people must have to survive. Needs include food, water, shelter, and health.
- Wants — things that people desire. Wants are not necessary to survive. Someone may, for example, want a cellphone or a tattoo, even though he or she can survive without one.

Both needs and wants are powerful motivators. They encourage people to go to school, to practise a skill, or to work at a job.

Psychologist Abraham Maslow studied people's needs. He saw a pattern — and believed that everyone ranked her or his needs in the same order of importance. Maslow's pattern, or hierarchy, is shown in Figure 9-2.

Maslow placed basic survival needs at the bottom of the pyramid. He said that these needs are the most important. Maslow noted that once people had met their basic survival needs, they were motivated to try to meet the needs at the next level. People would work their way up through the levels until they became happy, fulfilled human beings.

Not everyone accepts Maslow's theory. Some other psychologists believe that human nature is too complicated to be explained this way. Some people, for example, are motivated by a powerful need to help others. This need can sometimes motivate them to ignore their own need for security.

Imagine that someone has worked all the way up through Maslow's hierarchy and become a happy, fulfilled human being. If that person suddenly couldn't meet a basic survival need, what do you think might happen?

**FYI**

In 1938, Abraham Maslow spent time with the Siksika who lived near Calgary. Maslow came to admire the Siksika people. His observations of their culture challenged his previous understandings about how human nature develops and influenced his theory of human needs.

How might your needs change in five years?

Figure 9-3 In August 2005, a transport truck crashed into a bus near Grande Prairie, Alberta. Emergency workers rushed to the scene and carefully removed the injured bus driver from his vehicle. What factors might motivate a person to become an emergency worker? Which of these factors is a need? Which is a want?

## Needs and Motives of Successful Nation-States

The behaviour of individuals is motivated by needs and wants. As a result, their actions tend to support their personal interests.

In a similar way, the behaviour of nations and nation-states is motivated by the collective needs and wants of the country's people. The actions of a responsible government serve the national interest. Many successful nation-states, especially those with democratic governments, are motivated to achieve and maintain

- economic stability
- peace and security
- self-determination
- humanitarianism

Sometimes these motives can be met within the nation-state. At other times, they inspire nations or nation-states to increase their involvement with the world at large.

**<<< CheckBack**

You read about national interest in Chapter 5.

### Economic Stability

People often serve their personal interest by looking for ways to achieve economic stability. This may involve getting an education, finding a job, and saving money so that they can meet their future needs.

In the same way, nations and nation-states serve their national interest by seeking ways to achieve economic stability. A national government, for example, might decide to provide more money for training apprentices in skilled trades. By creating a more skilled workforce, the government will attract more industries to the country. This will generate more job opportunities.

Or a national government might develop trade policies that support exports — products that are sold in other countries. Strong exports help keep employment levels high. When people have jobs, they spend more money. When they spend money, they create a demand for more goods and services. The companies that produce the goods and services will in turn hire more workers to keep up with sales. This cycle feeds economic stability.

Examine the graphic in Figure 9-4. Then explain to a partner how high exports can promote economic stability. Work with your partner to create a graphic to show the opposite — how decreased exports could harm economic stability.

Figure 9-4 Positive Effects of Increasing Exports

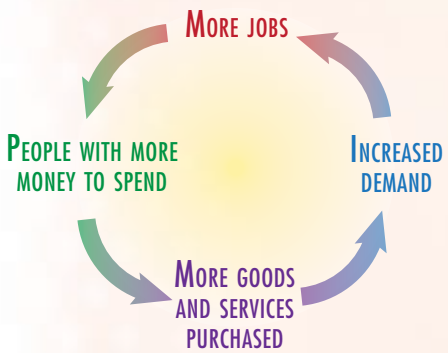


Figure 9-5 By extracting and exporting oil and gas, the oil industry employs many people. All these people need homes. This helps boost Alberta's construction industry, which employs people like the carpenter shown in this photograph. Construction workers then buy cars, which use oil and gas. And the increased sales of oil and gas then boost the oil and gas industries. What other industries would strong oil and gas exports support?

No government can ever guarantee every citizen's safety. Is peace and security just a dream?

## Peace and Security

If you are like most Canadians, you make sure your doors are locked before you go to sleep at night. You want to remain safe while you sleep. According to Abraham Maslow, safety and security are the second-most-important human need.

Safety is also a strong motivator for nations and nation-states. Successful nation-states protect their citizens because it is in the national interest to do this. Society cannot function unless people feel safe doing things like attending school and going to work.

A society flourishes when people feel safe and comfortable — when they can play music, go to movies, walk in the park, and celebrate together in safety. And a safe, well-educated workforce helps create economic prosperity, which is also in the national interest.

Nations and nation-states often promote safety and security at home by passing laws, creating police forces, and making rules for the workplace. They may also promote security through their interactions with the rest of the world.

Most nation-states are motivated to develop peaceful relations with other states. If a nation-state constantly disagrees with a neighbouring state, the result may be war. Wars kill and injure people, cause immense grief, destroy property, and destroy economic stability. So avoiding war is a strong motivator.

Most nation-states are motivated to create alliances with one or more other countries to protect themselves against conflict. States also maintain armed forces for defence. Many states also have agreements with other countries to help each other if one is attacked.

The North Atlantic Treaty Organization — NATO — is an example of a protective alliance among countries. Canada belongs to NATO, whose goals include maintaining the security of Western nations. Canada and the United States have also formed the North American Aerospace Defense Command, or NORAD. NORAD's purpose is to defend North American air space.

Some nations and nation-states also believe that they will be more secure if the rest of the world is free of war. As a result, they try to help other countries settle disputes. Canada, for example, belongs to the United Nations, an organization that tries to improve world peace and stability.

Read the caption for Figure 9-6 and think about the situation in the Darfur region of Sudan. How would it be in Sudan's national interest to provide all its citizens with the safety and security they want? How would it be in Canada's national interest to help the Sudanese government do this?

Figure 9-6 In 2007, these women lived in a refugee camp in Darfur, a region of Sudan. In Sudan, about 2.5 million people have fled their homes because of fighting between government forces and rebels. This fighting has destroyed many people's peace and security. What might be some long-term effects of this lack of peace and security?

## Self-Determination

Most people are strongly motivated to control their own lives. You probably like to decide, for example, who your friends are, what shows you will watch on television, and what courses you will take in school. For many years, adults have probably made at least some of these decisions for you. But as an adult, you will probably want to make your own decisions — and control your own future.

Like individuals, nations and nation-states are strongly motivated to control their future. They may do this by seeking self-determination. Nations that are controlled by another nation may even decide to seek sovereignty. In the 1800s, for example, many Canadians wanted to determine their own future and become independent of Britain. Over time, Canada gradually broke its ties with Britain and achieved full sovereignty.

Other nations decide that their interests can be served best if they are part of a larger nation-state. Since the creation of Nunavut in 1999, Inuit peoples in Canada have controlled many aspects of their destiny as a nation within Canada. They have more control over their own land, natural resources, education, and government.

Self-determination within a nation-state is often accompanied by a formal agreement between one nation and another. In 2005, the Carcross Tagish First Nation of Yukon successfully negotiated a self-government agreement with Canada. The nation's Tagish and Tlingit Elders drafted a statement — in Tagish, Tlingit, and English — describing why the agreement is so important. Here is some of what they said:

> We who are Tagish and we who are Tinglit, our heritage has grown roots into the earth since the olden times. Therefore we are part of the earth and the water. We know our Creator entrusted us with the responsibility of looking after the land into perpetuity, and the water, and whatever is on our land, and what is beneath our land . . .
>
> We will be the bosses of our land . . . and all the resources of this land, as we have agreed on. We will be our own masters. We who are the Tagish, and we who are the Tlingit, will protect our land . . . we will reform the way we work with the [Canadian] government. We will work together with mutual respect, and act truthfully [toward each other].

Reread the words of the Carcross Tagish Elders. Identify three phrases or sentences that highlight the motivation of the Tagish and Tinglit to control their lives.

If all your needs are being met, is self-determination really so important?

**<<< CheckBack**

You read about understandings of nation in Chapter 1.

Figure 9-7 Anna Pingo teaches an Inuvialuktun class at Samuel Hearne School in Inuvik, Northwest Territories. Inuvialuktun is a form of Inuktitut, the Inuit language. How might teaching Inuvialuktun affect the future of the Inuit of the Northwest Territories?

## Humanitarianism

Most people are motivated to help others to at least some extent. You might, for example, shovel snow off the walk of an elderly neighbour or help a friend study for an important test. Sometimes, people help those who are less fortunate, even when they do not know them personally. High school students, for example, may organize food drives for the local food bank or raise money to help victims of natural disasters.

Nations and nation-states are also motivated to take action to relieve suffering and protect the innocent. This motivation is called humanitarianism — acting to support the dignity and well-being of all people.

Sometimes, nations must focus on helping people within their own nation. In 1997, for example, one of the worst floods in Canadian history occurred when the Red River overflowed in Manitoba. The Canadian and Manitoba governments responded by providing food, emergency services, money, and other help to people harmed by the flood.

Humanitarian efforts also extend beyond Canada's national borders. Natural disasters, disease, war, and conflict can all cause tremendous suffering — and some countries do not have the resources to respond adequately. So countries such as Canada, France, and the United States send money, supplies, emergency teams, and humanitarian workers to help.

**FYI**

In 2006, refugee agencies run by the United Nations provided aid to about 14 million people around the world. These refugees were fleeing war, disasters, or persecution. In that same year, the Canadian government directly helped more than 7000 refugees immigrate to Canada.

Figure 9-8 Canadian Cabinet minister Helena Guergis and Ugandan-born Canadian MP Rahim Jaffer enjoy a celebration in Kampala, Uganda. The two visited the Ugandan capital in 2007 to promote a Canadian aid project to help improve sanitation in a city slum. What might motivate the Canadian government to help fund projects in distant countries?

### Recall . . . Reflect . . . Respond

1. Create a three-column chart like the one shown. In the first column, list four motives that inspire nation-states to become involved in international affairs. In the second column, note one reason each motive could inspire international involvement. In the third column, provide an example of a nation-state's involvement in international affairs.
2. Which motive do you think is strongest? Why?

| Nation-States and Involvement in International Affairs | | |
|---|---|---|
| Motive | Why Motive Inspires International Involvement | Example |
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| My Judgment about the Strongest Motive and My Reasons for This Judgment | | |

## THE VIEW FROM HERE

**Countries that cannot — or do not — meet the needs of their citizens may be classified as "failed states." But what causes states to fail? Here is how three people have responded to this question.**

**Pauline H. Baker** is president of the Fund for Peace, an organization that ranks countries' risk of failure. Baker said the following in a letter on the organization's web site.

> [Failing] states may be losing political legitimacy in the eyes of their people because of repression, rigged elections, corruption, political exclusion, economic decline or a coup d'état [violent takeover of a government]. They may be confronting private militias, warlords, drug cartels, organized crime, secessionists or armed rebellions. Failing states cannot sustain essential public services, promote equitable economic growth, or provide for the public welfare.

**Robert I. Rotberg** is a professor of public policy at Harvard University, an author, and president of the World Peace Foundation. The following is from his contribution to a 2004 book titled *When States Fail: Causes and Consequences*.

> The fear of the other . . . that drives so much ethnic conflict stimulates and fuels hostilities [within failed states]. Avarice [greed] also propels that antagonism, especially when greed is magnified by dreams of loot from discoveries of new, contested pools of resource wealth such as petroleum deposits, diamond fields, other minerals, or fast-denuded forests.

**Derek Fraser** is a senior research associate at the Centre for Global Studies at the University of Victoria. In this excerpt from a 2007 article for the Canadian International Council, Fraser argued that increased globalization has made failed states everyone's problem.

> Failed states are usually defined as those that are unable effectively to control their territory and comply with their international obligations. As such, they often pose a threat to their own populations and to international security. Failed states are of increased concern to us as Canadians . . . because their threat to international security has been increased by the effects of global integration.

### EXPLORATIONS

1. What do Pauline H. Baker, Robert I. Rotberg, and Derek Fraser identify as the causes of failed states?
2. Think about the motivations of successful nations and nation-states: economic stability, peace and security, self-determination, and humanitarianism. Which of the cause(s) identified in Question 1 would each motivation help overcome?
3. Which of the motivations of successful states might motivate the Canadian government to try to help a failed state? Explain your choices.

GEOREALITY

# Botswana and Zimbabwe
## Similar Geography, Different Results

Botswana and Zimbabwe are neighbours in southern Africa. The two countries share a border. They have a similar climate and similar geographic features. But despite their similarities, the two countries have developed very differently. Zimbabwe is unstable and violent, while Botswana enjoys greater political stability and prosperity.

In 2007, the Fund for Peace ranked Zimbabwe's risk of failure as the fourth-highest in the world. Botswana was ranked 119th. By comparison, Canada ranked 168th — and is considered relatively successful.

### Similar Colonial Histories

At one time, both Botswana and Zimbabwe were British colonies. In both colonies, a white minority controlled the economy. When the two countries gained independence, both were rich in natural and human resources.

Botswana achieved independence peacefully in 1966. It became a parliamentary republic. At the time, it had a strong cattle- and meat-exporting economy, which was in the hands of local peoples.

Botswana's economy took off after the discovery of diamonds in 1967. The country is now the world's leading exporter of gem-quality diamonds. The Botswana government uses the income from this industry to provide services for the people.

Zimbabwe did not achieve independence until 1980 — and only after a long and violent civil war that divided the country along racial lines. The powerful white minority owned most of the good farmland and did not want to give up their land or power.

Figure 9-9 Botswana and Zimbabwe

To see Botswana and Zimbabwe in Africa, turn to the map appendix.

Figure 9-10 Botswana and Zimbabwe — A Comparison

| Category | Botswana | Zimbabwe |
|---|---|---|
| GDP per person (2006) | $10 900 (U.S.) | $2100 (U.S.) |
| Inflation rate | 7.1% (2007) | 10 453% (2007)<br>25 000% (2008) |
| External Debt (2007) | $513 million | $4.876 billion |
| Life expectancy at birth | 50.58 years | 39.5 years |
| HIV/AIDS rate | 37.3% | 24.6% |
| Population per physician | 3477 | 17 439 |
| Population per hospital bed | 635 | 1959 |
| Educational expenditures as share of GDP | 9.3% | 11.1% |
| Number of students per teacher – primary school | 27 | 39 |
| Number of years of compulsory school | 10 | 7 |
| Number of Internet users | 60 000 | 1 220 000 |
| Number of telephone land lines | 136 900 | 331 700 |
| Number of cellphones | 979 800 | 832 500 |
| Number of TVs for every 1000 people | 27 | 36 |
| Number of motor vehicles for every 1000 people | 92 | 50 |

## Quality of Life in Zimbabwe

Robert Mugabe has led Zimbabwe since the country achieved independence. At first, he was praised as a leading figure in African democracy. But this did not last. Although Zimbabwe is officially a parliamentary democracy, Mugabe does not follow democratic rules. He tramples on the rights of citizens and uses violence to silence opposition. Holding on to power is his chief motive.

When Zimbabwe first achieved independence, it had a strong export industry in agricultural products. But unlike in Botswana, white farmers owned all the good agricultural land. In 2000, Mugabe seized these farms and gave them to his supporters. Soon afterwards, agricultural production dropped sharply. As a result, exports dropped and the country's economy slowed.

Many Zimbabweans soon began to feel the effects of the economic downturn. Many jobs disappeared. People had no money, and many were forced to live in urban slums. They suffered terrible poverty, and crime rates shot up. Mugabe's solution was to drive people out of the slums by burning their homes and businesses. By 2006, an estimated 570 000 people had been displaced. People survived only with the help of international aid.

By the end of 2007, unemployment in Zimbabwe stood at 80 per cent. Inflation had skyrocketed to 24 000 per cent. Gasoline, bread, and other basic items quickly sold out and no new supplies were available.

## Quality of Life in Botswana

Meanwhile, Botswana has experienced four decades of political stability. Its economy is one of the healthiest in Africa. The country's rate of HIV/AIDS infection is still one of the highest in the world, but the Botswana government has created programs to help people cope with and prevent the disease.

Many Zimbabweans fled to Botswana to try to find work. They were not welcomed. The Botswana government did not want foreigners to take jobs from its citizens.

In 2003, Botswana began building an electric fence along its 500-kilometre border with Zimbabwe. Government officials said the purpose of the fence was to stop the spread of foot-and-mouth disease among livestock. Botswana had lost 13 000 cattle to the disease. Officials said that the disease came from Zimbabwe.

But Zimbabweans argue that preventing the disease was not the real reason for the fence. They say that the fence, which is four metres high, is intended to keep out Zimbabweans. This barrier remains a source of tension between the two countries.

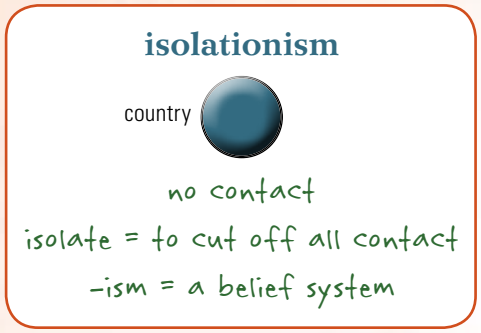
Figure 9-11 Zimbabwean Vengai Chirgaramumba holds a fistful of $10-million bills. The inflation rate in Zimbabwe stood at 25 000 per cent in January 2008. It was so high that Chirgaramumba could have bought just six loaves of bread with the money he was holding.

### EXPLORATIONS

1. Examine the statistical comparison in Figure 9-10.
   - Which comparison category do you think is the most significant? Why?
   - Which comparison category seems to contradict the other information in this chart?
   - Write a one-sentence snapshot of each country.
   - What other statistics do you think would help you develop a more vivid picture of the two countries?
2. Choose one comparison category shown in Figure 9-10. Conduct research to find out the same information about Canada. Why did you choose this category? What does it show about how Zimbabwe, Botswana, and Canada are the same or different?
3. What might Canada gain or lose by helping failed states such as Zimbabwe become successful?

## How do the motives of nations and nation-states shape their responses to the rest of the world?

Figure 9-12 Picturing Isolationism




Serving the national interest is a powerful motive for successful nations and nation-states. This motive shapes the way governments manage their domestic affairs — and how they respond to the world.

Motives shape choices and responses. Suppose, for example, that a flood of refugees were entering a country to escape conflict in their own land. If the host country's people believed that peace and security were important, the government might build a fence to keep refugees out. But if humanitarianism was important, the same government might build camps where refugees could live and be helped. And if both humanitarianism and peace and security were important, a government might ask other countries to help host the refugees.

When deciding how to respond to the world, countries are influenced by many factors related to the needs of their people. They may choose from a range of responses, including isolationism, unilateralism, bilateralism, multilateralism, and supranationalism.

### Isolationism

True **isolationism** is a policy of staying completely out of world affairs. An isolationist country has no dealings at all with other countries. Individuals, businesses, governments, and the military all stay uninvolved. Until 1854, for example, Japan had followed an isolationist policy for more than two centuries. During this time, Japan's isolation was so complete that individual foreigners were not allowed into the country.

How might a policy of complete isolationism benefit a country or nation? How might it hurt?

Complete isolationism is rare. More commonly, an "isolationist" country follows this policy in one area but not in others. Switzerland, for example, makes a point of staying out of other countries' disputes. During World Wars I and II, it stayed neutral. But Switzerland does maintain diplomatic ties with other countries, and it is a member of the United Nations. Switzerland has also made environmental and economic agreements with other countries.

Switzerland is located next to Germany. During World War II Switzerland remained neutral. Can a nation-state justify an isolationist policy like this when crimes against humanity are taking place next door?

Figure 9-13 In 1853, an American fleet under the command of Commodore Matthew Perry landed at Yokohama, Japan. Perry's goal was to persuade Japan to start trading with the United States. He was successful, and in 1854, the two countries negotiated a trade agreement. This agreement ended Japan's isolation from the world.

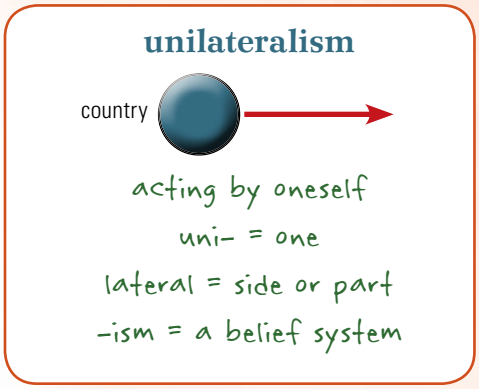
## Unilateralism

Countries are sometimes motivated to respond to world events on their own — unilaterally. **Unilateralism** means going it alone. A country may do this because it does not want the help of other countries — or it may be unable to persuade other countries to agree with an action. Declaring war on an enemy without the help of other countries is an example of unilateralism.

Unilateralism, for example, was an issue during the Cold War between the United States and the Soviet Union. After World War II, both countries started building their store of nuclear weapons. They were racing to see who could stockpile more and deadlier weapons.

People feared that the two countries would end up in a "hot war" — and use their nuclear weapons. If they did, life on Earth might be destroyed. So some countries tried to persuade the U.S. and the Soviet Union to disarm. This did not work, but to set an example, some countries, such as Austria, decided unilaterally not to use nuclear power or to create nuclear weapons.

Figure 9-14 Picturing Unilateralism




## Taking Turns

### Is isolationism a valid response to the world?

The students responding to this question are Rick, who was born in the United States and moved to Fort McMurray when he was 10; Blair, who lives in Edmonton and whose heritage is Ukrainian, Scottish, and German; and Pearl, who lives in St. Albert and whose great-great-great grandfather immigrated from China to work on the Canadian Pacific Railway.

Blair

I don't even know my neighbours' names. They live the way they want, and so do I. Isolationism among countries is just the same. Every country has the right to keep to itself. In fact, maybe the world would be better off if more countries didn't try to stick their noses into other countries' business!

A country in the world is like a family in a community. You have to buy food and clothes. You have to deal with the people who supply services like electricity, water, phones, and cable TV. And someone has to take away your garbage! And how will you support yourself if you don't have a job?
The point is that we're all connected in a huge network — and it's the same with countries. The question shouldn't ask if isolationism is a valid response. It should ask if isolationism is even possible. I say that it isn't.

Rick

Pearl

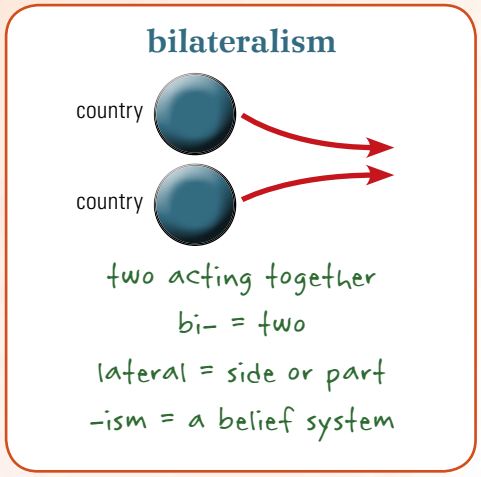
I came across a piece of writing that expresses why isolationism isn't possible. It was by John Donne. He was a poet who lived in the 17th century. His language is old-fashioned — like he uses "man" when he means "people" — but never mind. I still get his point. To understand what he's saying, you have to know that the bell he talks about is the church bell that people used to ring when someone died.
Here's what he said: "No man is an island entire of itself; every man is a piece of the continent . . . Any man's death diminishes me, because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee."

## Your Turn

How would you respond to the question Rick, Blair, and Pearl are answering? Explain the reasons for your response.

## Bilateralism

Figure 9-15 Picturing Bilateralism




When two countries are motivated by the same issue or need, they may take bilateral action. **Bilateralism** refers to agreements between two countries. In 1991, for example, Canada entered into a bilateral agreement with the United States to try to solve the problem of acid rain.

Acid rain is precipitation that has been made acidic by air that is polluted with chemicals such as sulfur dioxide. Acid rain affects the environment and the economy because it destroys life in lakes and rivers. It also damages buildings and kills trees and crops. The chemicals that make rain acidic are emitted into the atmosphere by vehicles and industry. Coal-burning power-generating plants are the worst offenders.

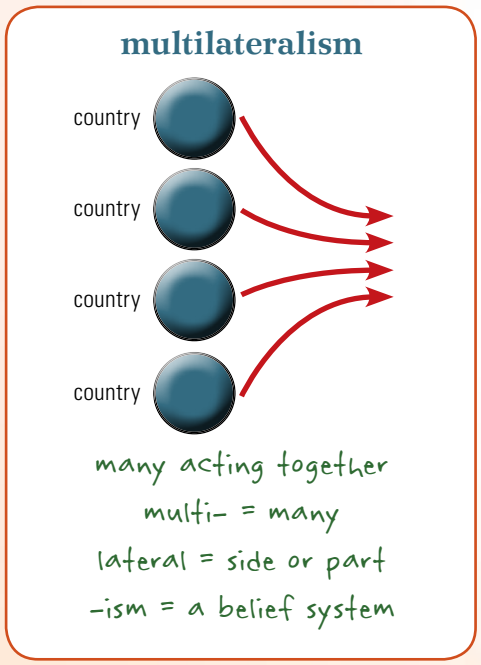
Canada was being affected by acid rain caused by pollution generated in the United States — and vice versa. So the two countries decided to work together to solve the problem. The 1991 Canada–United States Air Quality Agreement requires the two countries to reduce the emissions that cause acid rain.

➲ Do you work better if you have a partner who is depending on you? Every year, Canada and the United States are required to report their progress toward reducing acid rain. How might this help make the agreement effective?

Figure 9-16 The scientist at left is testing ways to wash coal to remove sulfur, one of the leading contributors to acid rain. The fish, at right, died when they were confined in a wire cage to show the effects of acid rain on fish. Research on the effects of acid rain led to research to find solutions.

## Multilateralism

Figure 9-17 Picturing Multilateralism




Countries may also choose to take a multilateral approach to solving problems. **Multilateralism** refers to many parties acting together as one. This may involve situations in which several countries co-operate to resolve an issue of concern to all of them.

Multilateralism is a favourite strategy of middle powers — countries that are not superpowers but still have some influence in the world. Canada is a middle power. So are Australia, France, and Chile. By working together, middle powers can increase their influence. They can focus together on a particular issue or region. Agreements such as the Kyoto Protocol — an agreement among many countries to reduce the greenhouse gas emissions that contribute to climate change — are multilateral.

➲ Why is multilateral co-operation important when it comes to environmental issues? Why might it often be difficult to achieve?

## Supranationalism

**Supranationalism** involves nations agreeing to go along with decisions made by an international organization. Sometimes these decisions are made by appointed officials, and sometimes they are made by representatives elected by member states. In all cases, members of supranational organizations give an outside body the power to make some decisions for them.

The European Union is a political and economic union of countries in Europe. Many academics view the EU as a supranational organization.

When member countries join the EU, they must give up some control over their own affairs. In the EU, major decisions are made by a vote in which every member country casts one ballot. As a result, few EU decisions are unanimous — but all member countries must abide by the majority decision. This means that countries must sometimes go along with policies that they do not entirely agree with.

Still, membership does benefit the national interests of all member states. Most members of the EU have, for example, given up their own national money. They have adopted the euro as their common currency. Sharing this currency with other countries helps bring stability to their economies and control inflation.

Figure 9-18 Picturing Supranationalism

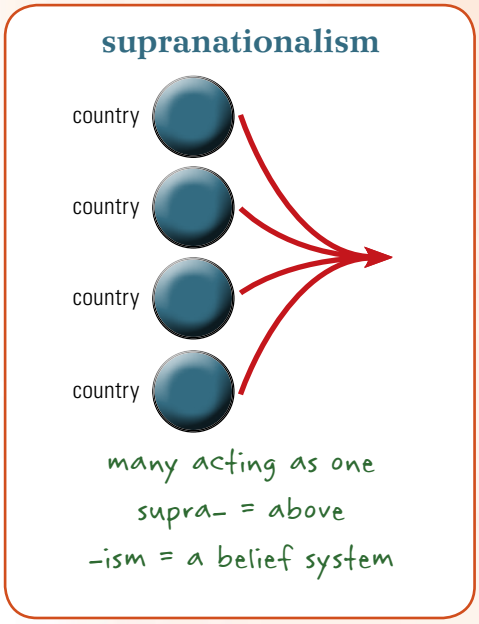
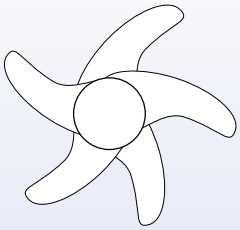


Figure 9-19 A 93-year-old Slovenian holds newly minted Slovenian euros in 2006. To become a member of the European Union, Slovenia had to give up its own currency and agree to use the euro.

A few EU members, such as Britain and Denmark, have kept their own money rather than use the euro. Would you vote to give up Canadian money and adopt a North American currency if it promised greater economic stability? How might this affect your sense of nationalism?

### Recall . . . Reflect . . . Respond

1. In your own words, describe five ways in which countries can respond to international affairs.
2. Create a pinwheel organizer like the one shown. The pinwheel will have five arms, one for each response you identified in Question 1.



Each arm of the pinwheel should include three sections:

- the name and a brief description
- an example, either written or sketched
- the motive(s) your example is serving

3. What motive do you think most often influences the way a country responds to world affairs? Use information on your pinwheel organizer to justify your answer.

## What are some understandings of internationalism?

The photograph of Earth at the beginning of this chapter inspired many people to view the world as one big community. For many people, this idea underlined the importance of internationalism. Internationalists believe that everyone in the global community is collectively responsible for meeting the challenges that face the world — and that working co-operatively to solve problems is important.

Many people came to believe that an internationalist approach could serve their own national interests. If countries co-operated, for example, to create fair and workable trade rules, then trade would increase and the economies of all nation-states would benefit. The world would become a better place for everyone.

Examine the photo essay on this page and the next. With a small group, create a concept web that shows all the understandings of internationalism displayed in the photo essay. Be sure to discuss your own ideas and examples from your own experience.

### Picturing Internationalism

Figure 9-21 **Taking Personal Responsibility**

For young people, internationalism can mean doing something to solve international problems. Catriona Richmond of Didsbury, Alberta, works with the Grade 2 teacher at Racecourse School in Kitwe, Zambia. The school was set up to help the many orphans and other children who could not afford to attend government schools. Richmond raises funds and awareness in Canada, and serves as a liaison between the school and Didsbury's Knox United Church, whose members help support the school.

Figure 9-20 **Competing in Peaceful Ways**

In 1988, spectators and athletes gathered in Calgary to celebrate the opening of the Winter Olympic Games. For athletes, internationalism can mean competing with other athletes from many countries. International competition goes on in many arenas, from the World Scrabble Championship and the World Dog Show to the World Cyber Games.

Figure 9-22 **Keeping Peace**

For soldiers, internationalism can mean peacekeeping assignments. In 2008, 320 Filipino soldiers took part in this send-off ceremony. They were leaving to join peacekeeping missions in Haiti and Liberia. United Nations peacekeeping missions often involve soldiers from many countries.

## The World Health Organization

A belief in internationalism has inspired individuals, communities, organizations, businesses, governments, academics, and scientists to work together. The World Health Organization, for example, was formed by the United Nations in 1948 to tackle global health issues.

Human diseases know no borders. Contagious diseases can spread quickly, especially in this age of frequent air travel. WHO staff develop and distribute information about contagious diseases such as influenza, malaria, smallpox, tuberculosis, and AIDS. They also collect statistics on nutrition, population planning, sanitation, and the health of mothers and children.

One of the WHO's greatest triumphs has been to completely eliminate smallpox. This disease killed tens of millions of people over the course of human history. The WHO began a worldwide vaccination campaign in 1966. By the end of the 1970s, smallpox was completely wiped out.

Severe acute respiratory syndrome, or SARS, first appeared in China in 2002. It spread to 26 countries, including Canada, where it killed 44 people. The WHO co-ordinated efforts by many countries to control the disease. What strategies would the WHO have been able to use that individual countries could not?

**FYI**

Brock Chisholm, a Canadian doctor, was the first director general of the World Health Organization, an agency of the UN. As a young man, Chisholm fought in World War I. In World War II, he was a general in the Canadian Army Medical Corps. One of his strongest beliefs was that children should care for others and become citizens of the world.

*Would experience of war or of peace better prepare a person for the internationalist approach needed to lead the WHO?*

Figure 9-23 **Defending Human Rights**

For people concerned about human rights, internationalism can mean drawing attention to abuses around the world. In 2008, actress and United Nations goodwill ambassador Mia Farrow tried to deliver a letter to Chinese president Hu Jintao. In the letter, she urged Hu to press China's ally, Sudan, to help the people of Darfur, a region of Sudan. The letter was also signed by eight Nobel Peace Prize winners.

Figure 9-25 **Defending the Right to a Sustainable World**

For environmentalists, internationalism means raising awareness of global environmental challenges. Sheila Watt-Cloutier, chair of the Inuit Circumpolar Conference, is pictured on a breakwater in Iqaluit. Watt-Cloutier has struggled for years to raise awareness of global climate change and other environmental issues. "[Inuit] are the early warning system for the world," she has said. "What is happening to us now will happen to others further south in years to come."

Figure 9-24 **Using Words, Not War**

Diplomats are people appointed to represent their governments in various ways. For them, internationalism means working with representatives of other countries to solve problems. In 2008, the United Nations Security Council met to discuss how to handle the situation after Kosovo declared independence from Serbia. The situation was tense because Serbia did not want to lose Kosovo, which Serbians view as a province.

Figure 9-26 Paralympic racer Chantal Petitclerc (top) of Montréal is just one of many Canadian Olympians who act as athlete ambassadors for Right to Play. They help children, such as these youngsters (bottom) playing on a destroyed tank in Kuito, Angola. From 1975 to 2002, Angola was divided by a bitter civil war. During this war, an estimated 20 million landmines were planted.

## Right to Play

Internationalism has inspired people to see the differences between the rights that people enjoy in various parts of the world. Some Olympic athletes, for example, noticed that in many war-torn societies, children do not play sports. The conflicts among grownups interfere with both casual and organized childhood play. In some places, children who want to play risk their lives because landmines have been planted in towns or villages. In others, children are simply too traumatized by war to play.

A Norwegian speed skater, Johann Olav Koss, was one of the first to act. Koss had won four Olympic gold medals. He donated much of his winnings to organizations that helped children in developing countries. He founded Right to Play, an international NGO, in 2003. The headquarters are in Canada, where many Canadian athletes are involved. The organization's mission is to improve children's lives.

In countries such as Angola, which endured a brutal civil war, Right to Play uses games and sports to educate children about HIV/AIDS and healthy living. Reports show that the benefits of the programs include improved school attendance and leadership skills, as well as increased strength, flexibility, endurance, and greater acceptance of and respect for others.

Is the right to play a basic human right?

## The Arctic Council

The Arctic Council is another example of an organization that takes an internationalist approach to resolving issues. Formed in Ottawa in 1996, its members include countries with territory in the Arctic: Canada, Finland, Iceland, Norway, the Russian Federation, Sweden, the United States, and Denmark, including Greenland and the Faroe Islands. The council also includes permanent participants — six organizations representing Indigenous peoples who live in the Arctic regions of member states.

It is in the national interest of all these groups to protect the fragile environment of the Arctic. As a result, a council priority is to promote sustainable development and monitor the effects of climate change in the Arctic.

**Web Connection**

To find out more about the Arctic Council's work on sustainable development and environmental protection, go to this web site and follow the links.

www.UnderstandingNationalism.ca

## Recall . . . Reflect . . . Respond

1. Internationalism means different things to different people. For some, it is a feeling inspired by looking at pictures of Earth from space. For others, it is an approach to resolving major world issues. For a few, it is the inspiration for their life's work. Explain what internationalism means to you.
2. List five examples of internationalism that demonstrate your understanding of the concept.
3. Explain how one example on your list could help Canada serve this country's national interest.

MAKING A DIFFERENCE

# Clara Hughes
## Supporting Children's Right to Play

When Clara Hughes won gold and silver medals at the 2006 Winter Olympics, she startled Canadians by donating $10 000 to Right to Play. This was not prize money, but money from her savings. Then Hughes asked others to pitch in. "I challenge all Canadians. Even if it's $5, $10, $20. A little bit goes a long way," she said.

Canadians responded. By the end of 2006, they had donated nearly $500 000 to this NGO.

Hughes believes that sports can change children's lives. It certainly did for her. Born in Winnipeg in 1972, she grew up playing a variety of sports, including ringette, hockey, volleyball, soccer, and softball. But when she hit her early teens, she seemed to be headed for trouble. She had started hanging out with kids whose choices were drawing them down a destructive path.

Hughes's interest in sports pulled her away from this path. "Competitive sport gave me the discipline I lacked as a teenager and gave me something worthwhile to focus on — it got me out of trouble!" she told *Pedal* magazine.

Hughes's Olympic dream began in 1988 when she was 16 years old. Watching the Calgary Winter Games on television, she fell in love with speed skating. Her cycling skills, though, were already first class, so she chose to focus on this sport. It was only much later — after earning several medals — that she returned to her first love and won the gold medal in speed skating.

In 2003, Hughes became one of the first athlete ambassadors for Right to Play. As an ambassador, she has travelled to many of the poorest, war-torn regions of the world. She has helped set up play and sports programs for children and has become a high-profile advocate of children's rights.

Figure 9-27 In 2006, Clara Hughes (top) became the only Canadian athlete to win medals at both the Summer and Winter Olympics. A few months later, Hughes and cross-country skier Beckie Scott threw the first pitch at a Toronto Blue Jays game. Wearing their Right to Play jackets, the two Olympic champions seized the opportunity to grab some publicity for the organization.

### EXPLORATIONS

1. Create a motto and crest for Right to Play.
2. Many people view Clara Hughes as an internationalist. What reasons might they give to justify this description?
3. When international organizations such as Right to Play locate their headquarters in a country, how might this benefit the country they chose?

## How does internationalism benefit nations and nation-states?

The two terrible world wars of the 20th century helped create support for internationalism. Many individuals and governments believed that the only hope of preventing similar wars was to join together as a world community. They believed that sharing responsibility for world affairs — and doing this openly and co-operatively — would improve everyone's security and prosperity.

### Internationalism and Peace and Security

When World War II ended, the international community wanted to maintain peace and security. The League of Nations, which had been formed after World War I, had failed to achieve its main goal of keeping peace. But after World War II, people did not give up on the idea of achieving world peace. To work toward this goal, they founded a new international body: the United Nations.

The UN provides a forum for discussing disputes and listening to concerns — in hopes of improving peace and stability for all nations and states. Since it was formed, the UN has not prevented all armed conflict, but there has not been another world war.

Read Winston Churchill's words in "Voices." Has the UN fulfilled Churchill's idea of its purpose?

### Internationalism and Economic Stability

The countries that founded the UN believed that the Great Depression of the 1930s had helped encourage ultranationalism in countries such as Germany. They believed that preventing similar crises would help prevent the rise of ultranationalism. So the UN developed ways to help achieve this goal.

- World Bank and International Monetary Fund — The UN set up the International Bank for Reconstruction and Development, which is now part of the World Bank. It also set up the International Monetary Fund, or IMF. The original purpose of these organizations was to help countries in Europe and Asia recover from World War II. The World Bank and the IMF now provide financial and technical help to developing countries.
- World Trade Organization — Two years after World War II ended, the UN also set up the General Agreement on Tariffs and Trade, or GATT. In 1995, the GATT was replaced by the World Trade Organization. The WTO tries to promote freer trade and settle trade disputes between countries.

After World War I, Germany was supposed to supply much of the money needed to rebuild Europe. After World War II, the international community pitched in to help rebuild war-torn countries. Do you think this change in approach has helped prevent another world war? Explain your response.

**Voices**

Scarred and armed with experience [of two world wars] . . . we intend to set up a world organization [the United Nations] equipped with all necessary attributes of power in order to prevent future wars or their planning in advance by restless or ambitious nations.

*— Winston Churchill, British prime minister, to the British House of Commons, 1945*

Figure 9-28 A woman walks down a street in Warsaw, Poland, in 1946. Like Warsaw, much of Europe was in ruins at the end of World War II. How would rebuilding Europe help the entire world enjoy greater peace, security, and economic stability?

## Internationalism and Self-Determination

At the beginning of the 20th century, many parts of the world were colonies of European countries. As the century unfolded, many of these colonized areas achieved independence. This created new countries and gave many nations control over their own lives. But in the process, the voices of Indigenous peoples were often ignored.

In some cases, nations that had historically been less than friendly toward one another were forced to live together in one nation-state. These situations have sometimes led to civil wars and long-term internal conflict. In other areas, the existence of Indigenous peoples was completely ignored because their numbers were small.

As a result, Indigenous peoples began to believe that the only way to gain self-determination was to connect with other Indigenous peoples. They began working together in various international organizations, such as the International Working Group on Indigenous Affairs. A major goal of the IWGIA is to make sure the concerns of Indigenous peoples are considered by international organizations such as the United Nations.

Indigenous peoples also lobbied the UN, which established the Permanent Forum on Indigenous Issues in 2000. And in September 2007, after more than 20 years of trying, the UN General Assembly adopted the Declaration on the Rights of Indigenous Peoples. This declaration confirmed Indigenous peoples' right to self-determination.

## Internationalism and Humanitarianism

International organizations have helped countries respond more quickly to humanitarian emergencies. Consider, for example, the crisis caused by the huge tsunami that devastated the coastal areas of many Southeast Asian countries on December 26, 2004. Entire villages and towns were swept away, and more than 200 000 people in 11 countries were killed. Millions more needed help.

People all over the world wanted to help. Donations poured in, and international relief agencies such as the International Red Cross and Doctors Without Borders quickly swung into action. They supplied medical aid, clean water, food, and other supplies. Without these organizations, the catastrophe would have been much worse.

Read the words of Kofi Annan in "Voices" on this page. What do you think Annan meant by "no walls"? Who benefits from humanitarianism — people and countries that receive help, people and countries that give help, or both? Explain your judgment.

**Web Connection**

To read more about the struggles of Indigenous peoples, go to this web site and follow the links.

www.UnderstandingNationalism.ca

**FYI**

At the UN on September 17, 2007, four countries — Canada, the United States, Australia, and New Zealand — voted against adopting the Declaration on the Rights of Indigenous Peoples. Canada argued that the terms were too vague. It said that the declaration would interfere with treaties that Canada had already negotiated.

**Voices**

Today's real borders are not between nations, but between powerful and powerless, free and fettered, privileged and humiliated. Today, no walls can separate humanitarian or human rights crises in one part of the world from national security crises in another.

*— Kofi Annan, secretary-general of the United Nations, 2002*

# THINK...PARTICIPATE...RESEARCH...COMMUNICATE...

1. Brainstorm to create a list of issues affecting Canada today. As a starting point, use the issues and examples mentioned in this chapter.

   a) Review your brainstormed list and choose one issue that you believe requires international co-operation to resolve.

   - Which motives (e.g., economic stability) should inspire Canada to seek international solutions? For ideas about motives, you might return to the chart you created in response to "Recall . . . Reflect . . . Respond" on page 206.
   - Which kind of response (e.g., bilateralism) offers the best approach for resolving the issue?
   - Briefly outline a fictional scenario in which an international approach would help resolve this issue.

   b) Review your brainstormed list and choose one issue that you believe Canada could resolve without international involvement.

   - Which motives should inspire Canada to act unilaterally?
   - Briefly describe a fictional scenario in which the issue is resolved unilaterally.

   c) In your own words, describe the kinds of issues countries should try to resolve through international involvement.

2. List three ways in which Canada's involvement with other countries affects you or your community.

   a) Create a chart like the one shown to identify the benefits and costs of each form of involvement. An example is provided.

   b) Are the benefits worth the costs?

| Form of Involvement | Benefits | Costs |
|---|---|---|
| Aid to UNICEF | Children live better lives. I'm glad that we can help. | The more aid Canada gives, the higher our taxes become. |
| | | |

3. Raoni Metyktire is chief of the Kayapo, who live in the Amazon rainforest of Brazil. In 2005, Metyktire went on a world tour to encourage people to continue trying to help his people stop the destruction of the rainforest. The following is part of what he said.

> I came to you 10 years ago to explain my concerns regarding the destruction of the Amazon rainforest. I talked to you about the fires, the burning sun, and the strong winds that would blow if man continued to destroy the forest.
>
> You have supported me and given me the means to mark out the boundaries of our ancestral lands. This has now been done: it is an enormous area, full of wildlife, flowers and fruit. It is the most beautiful forest.
>
> Above all, to all those who have given us money or help, I want to say on behalf of the Kayapo people thank you. Nambikwas – *meikumbre* . . . We all breathe the same air, we all drink the same water, we all live on the same planet. We must all protect it.
>
> People have started to trespass on our land again. The woodcutters and gold miners do not respect the reserve's boundaries. We do not have the means to protect this enormous forest of which we are the guardians for you all.

   a) Create two lists. In the first, list ways in which international involvement could benefit the national interest of the Kayapo. In the second, list ways in which it could benefit the national interests of other nations or nation-states. Draw on what Metyktire said or use your own ideas.

   b) For each point on your two lists, decide which motives of successful nations and nation-states are being served.

   c) Respond to the chapter issue: Does involvement in international affairs benefit nations and nation-states? Use the example of the Kayapo to support your informed position.

# Skill Builder to Your Challenge

## Select Artifacts

Your challenge for Related Issue 3 is to create a time capsule that will be opened in 100 years. Your time capsule will include items that explore and present an informed position on the question for this related issue: Should internationalism be pursued?

In this first activity, you will choose or create three artifacts to explain internationalism. Use your imagination — this is a chance to use your creative and artistic abilities. As you complete this task, you will practise the skill of identifying and using unrelated ideas to explain a concept — in this case, internationalism.

### Step 1: Identify key aspects of internationalism

Before you begin, identify some key aspects of internationalism. For ideas, you might wish to return to the photo essay on pages 214 to 215. Jot down your ideas. Each artifact you choose should highlight a different aspect of internationalism.

### Step 2: Identify criteria

Identify several criteria that you can use to help you decide whether a particular artifact is an effective choice. First, write out three criteria. Refer to the prologue (p. 6) for help in identifying criteria.

### Step 3: Generate ideas for artifacts you might use

Generate about six ideas for possible artifacts. For ideas, try scanning the photographs in this book or in other sources. In addition, jot down ideas for photographs you could take or objects you could create.

- Some possible photographs — opening ceremonies of the Games of la Francophonie, a group providing development assistance
- Some possible objects — a blue peacekeeper's helmet made of papier-mâché, a box of medical supplies, the UN or EU flag

Jot down notes about how each artifact is a symbol of internationalism.

### Step 4: Make your choices and prepare your artifacts

Test each idea against your criteria. Select the three artifacts that meet your criteria most effectively. Remember that each artifact should highlight a different aspect of internationalism. Once you have made your choices, prepare your three artifacts.

### Step 5: Write captions

For each artifact, write a caption that identifies the artifact and why you chose it to represent internationalism. Prepare your caption carefully to make sure that it will be understood by those who will open the time capsule in 100 years.